

North Carolina End-of-Course English II Test

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level. The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. An additional level will also enable more accurate identification of students who need additional instruction and assistance.

In June 2016, the State Board of Education approved a technical correction to specify the content standards are the NC *Standard Course of Study*. The achievement level ranges and achievement level descriptors remain the same as adopted by the State Board of Education in 2013–14.

Effective with the 2013–14 school year, the State will report five levels as follows:

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No
Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

*Detailed achievement level descriptors are available on the following pages.

English II EOC Achievement Level Ranges (Cut Scores)

Subject	Level 1	Level 2	Level 3	Level 4	Level 5
English II (Starting with 2013-14 school year)	≤140	141-147	148-150	151-164	≥165

English II EOC Achievement Level Descriptors

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the NC *Standard Course of Study* of Reading Standards for Literature as assessed by supporting analysis of the text with textual evidence; determining and analyzing the development and refinement of a theme or idea throughout a text; summarizing a text objectively; analyzing the development, interaction, and contribution of characters in a text; determining meanings of words or phrases in a text; analyzing the impact of word choice on meaning and tone; analyzing how authors' choices create literary effects, such as tension; analyzing point of view and cultural experiences in literature from outside the U.S., drawing on world literature. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in supporting analysis of the text with textual evidence; determining a theme or idea and how it's revealed and refined throughout a text; summarizing a text objectively; analyzing the order and manner a key element is introduced and explored in a text; determining figurative, connotative, and technical meanings of words or phrases in a text; analyzing the placement and contribution of particular sections of text, including larger portions of texts; determining an author's point of view/purpose and its presentation.

Students demonstrate limited command of language when determining and clarifying the meaning of words by using the context, identifying word changes that alter meaning, consulting reference materials, and/or verifying initial thought of word meaning; demonstrating an understanding of figures of speech, analyzing their contribution to the text, and analyzing subtle variation between similar terms. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the NC *Standard Course of Study* of Reading Standards for Literature as assessed by supporting analysis of the text with textual evidence; determining and analyzing the development and refinement of a theme or idea throughout a text; summarizing a text objectively; analyzing the development, interaction, and contribution of characters in a text; determining meanings of words or phrases in a text; analyzing the impact of word choice on meaning and tone; analyzing how authors' choices create literary effects, such as tension; analyzing point of view and cultural experiences in literature from outside the U.S., drawing on world literature. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in supporting analysis of the text with textual evidence; determining a theme or idea and how it's revealed and refined throughout a text; summarizing a text objectively; analyzing the order and manner a key element is introduced and explored in a text; determining figurative, connotative, and technical meanings of words or phrases in a text; analyzing the placement and contribution of particular sections of text, including larger portions of texts; determining an author's point of view/purpose and its presentation.

Students demonstrate partial command of language when determining and clarifying the meaning of words by using the context, identifying word changes that alter meaning, consulting reference materials, and/or verifying initial thought of word meaning; demonstrating an understanding of figures of speech, analyzing their contribution to the text, and analyzing subtle variation between similar terms. They demonstrate knowledge of standard English conventions: grammar, usage, capitalization, punctuation, and/or spelling. However, they demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of knowledge and skills contained in the NC *Standard Course of Study* of Reading Standards for Literature but may need academic support to engage successfully in more rigorous studies in this content area. They are prepared for further studies in this content area but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the NC *Standard Course of Study* of Reading Standards for Literature as assessed by supporting analysis of the text with textual evidence; determining and analyzing the development and refinement of a theme or idea throughout a text; summarizing a text objectively; analyzing the development, interaction, and contribution of characters in a text; determining meanings of words or phrases in a text; analyzing the impact of word choice on meaning and tone; analyzing how authors' choices create literary effects, such as tension; analyzing point of view and cultural experiences in literature from outside the U.S., drawing on world literature. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in supporting analysis of the text with textual evidence; determining a theme or idea and how it's revealed and refined throughout a text; summarizing a text objectively; analyzing the order and manner a key element is introduced and explored in a text; determining figurative, connotative, and technical meanings of words or phrases in a text; analyzing the placement and contribution of particular sections of text, including larger portions of texts; determining an author's point of view/purpose and its presentation.

Students demonstrate solid command of language when determining and clarifying the meaning of words by using the context, identifying word changes that alter meaning, consulting reference materials, and/or verifying initial thought of word meaning; demonstrating an understanding of figures of speech, analyzing their contribution to the text, and analyzing subtle variation between similar terms. They demonstrate command of standard English conventions: grammar, usage, capitalization, punctuation, and spelling. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the NC *Standard Course of Study* of Reading Standards for Literature as assessed by supporting analysis of the text with textual evidence; determining and analyzing the development and refinement of a theme or idea throughout a text; summarizing a text objectively; analyzing the development, interaction, and contribution of characters in a text; determining meanings of words or phrases in a text; analyzing the impact of word choice on meaning and tone; analyzing how authors' choices create literary effects, such as tension; analyzing point of view and cultural experiences in literature from outside the U.S., drawing on world literature. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in supporting analysis of the text with textual evidence; determining a theme or idea and how it's revealed and refined throughout a text; summarizing a text objectively; analyzing the order and manner a key element is introduced and explored in a text; determining figurative, connotative, and technical meanings of words or phrases in a text; analyzing the placement and contribution of particular sections of text, including larger portions of texts; determining an author's point of view/purpose and its presentation.

Students demonstrate superior command of language when determining and clarifying the meaning of words by using the context, identifying word changes that alter meaning, consulting reference materials, and/or verifying initial thought of word meaning; demonstrating an understanding of figures of speech, analyzing their contribution to the text, and analyzing subtle variation between similar terms. They demonstrate purposeful use of standard English conventions, including grammar, usage, capitalization, punctuation, and spelling. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.